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Human Efficiency: a Psychological Study of Modern Problems. By H. W. DRESSER. New York and London, G. P. Putnam's Sons, 1912. pp. xi., 387.

Both of these authors derive their psychology from certain passages in the writings of the late Professor James; both begin their exposition with references to Taylor and Scientific Management; and both exalt Efficiency as a personal and social ideal of living. Professor Scott, however, sticks closely to business; Dr. Dresser takes a wider range. The former discourses of Imitation, Competition, Loyalty, Concentration, Wages, Pleasure, Love of the Game, and Relaxation as means of increasing human Efficiency, of Rate of Improvement in efficiency, of the welding of Theory with Practice, of the Formation of Judgments and Habits,—the various topics being set forth in brief paragraphs (probably to secure relaxation) interspersed with italicised summaries (to secure concentration). The book is less a contribution to the psychology of business than a reading of certain business principles and results in the light of a highly schematic psychology.

Dr. Dresser teaches that "efficiency in the largest sense is a synonym for the art of life, for adaptation to nature." Psychologically, his acceptance of this ideal leads him "to restore the will to its proper place in contrast with recent interest in suggestion and the subconscious;" ethically, it leads to the doctrine of self-realisation. The keynote of the book is the writer's insistence on the possibility of conscious control. "Bundles of tendencies we surely are;" but "for every man who wills to become highly efficient there is a way to acquire inner control, to master habits, wasteful emotions, troublesome moods, and all other adverse mental states;" "the rational way to think is with reference to the consistent, ideal self we will to become, the self which life is ready to develop in us." Dr. Dresser tends to a homiletic style, and does not always escape the danger of platitude ("He who loves his work will find a way to do it well;" "Time settles many matters which persistent thought could not solve"). He has extended the meaning of efficiency to include moral and spiritual values; yet the suggestion of industrial efficiency is always present; and the reader, puzzled by the many shifts and enlargements of reference, will probably hold fast to that as the type of efficiency in general. The reviewer is persuaded that Efficiency is not the goal of human living. But, be that as it may, the author would do well to bear in mind the procedure of that Socrates whom he praises as the "pioneer of precise thinking," and to pay more regard to definition and induction.

A Text-book in the Principles of Education. By E. N. HENDERSON. New York, The Macmillan Co., 1910. pp. xiv., 593. Price \$1.75 net.

Outline of a Course in the Philosophy of Education. By J. A. MACVANNEL. New York, The Macmillan Co., 1912. pp. ix., 207. Price 90 cents net.

Professor Henderson discusses the principles of education under the three headings Education as a Factor in Organic and Social Evolution, The Process of Education in the Individual, and The Educational Agencies. The treatment throughout is frankly teleological, and mind, conscience and all the higher powers of the individual are treated from the utilitarian point of view. At the same time, the author makes it clear that successful practice is not the be-all and the end-all of human living; there is room for idealistic philosophy; and "education in a democracy means a vocational training for each and

liberal culture for all." The Idealism of Service cannot, by some of us, be accounted the last word of philosophy; and the inability of final causes to explain might have been set forth in greater detail. Within his self-imposed limits, however, Professor Henderson writes with commendable clearness and thoroughness.

Professor MacVannel's *Outline*, a revised and somewhat unevenly expanded syllabus prepared originally for the use of his students in the classroom, is intended to aid the reader in following a course of lectures on the subject and, more generally, in systematising the knowledge that he may have acquired. The author's philosophy appears to be humanistic, his science evolutionary and finalistic, his psychology dynamic, and his education social. The forty section-headings of the syllabus will, no doubt, help the beginning student to pigeon-hole facts and theories.

La crise de la psychologie expérimentale: le présent et l'avenir. Par N. KOSTYLEFF. Paris, F. Alcan, 1911. pp. 176.

The book opens with destructive criticism. Experimental psychology has worked at random; it is wholly unable to reduce its results to a system of knowledge; it has, indeed, no results of importance to show. Psychophysics, physiological psychology, psychometry have all alike followed blind paths that lead them nowhere. The synthesis offered by Toulouse, Piéron and Vaschide is clear but jejune; that offered by Titchener is full but imperfect. Binet was on the right road in his study of intelligence, but he ends, after all, with a series of practical tests which take him far away from psychology. The Würzburg school has shown an increasing tendency to metaphysical speculation.

What shall be the remedy? The great mistake of experimental psychology has been to take its subject-matter statically and not dynamically. All mental processes—we catch hints of this position in the work of Mach, Wahle, Bourdon, Nuel—must be regarded as complexes of cerebral reflexes; all the rich variety of the mental life must be explained by the composition of these reflexes. Pawlow, and more especially Bechterew, have pointed the way to an objective psychology; Berger and Anderson, Girard and Frédéricq, have thrown light on the physiology and physical chemistry of the brain-reflex. We must combine Bechterew's procedure with that of introspection, and must work genetically; children must be brought together in psychopaedological institutes for systematic examination. The study of words will tell us when the first true 'image' appears; we may then go on to ask which appears first, object-image or quality-image, substantive or adjective, heterosensory or homosensory reflex-groups; and so we may pass to the earliest judgments, to memory and association, to abstraction, to wordless or imageless thinking, to reasoning, to attention. We shall thus obtain a psychology that is both objective in its grounding and outlook and systematic in its scope and presentation.

So the author. Criticism is wholesome; and his criticism of experimental psychology contains, no doubt, a measure of the truth. It loses a good deal of effectiveness, however, when we realize that M. Kostyleff has a hobby of his own; that he would confine the science to what is now one of its many directions, and tie it down to a certain plan and a certain method that now have many rivals. Clearness of thought is a great virtue, and psychology can only profit if this theory and point of view are carried to their logical conclusion and thoroughly tested by experiment. Meanwhile, the book will not alarm those who are trying to clarify and to systematise on other principles.

E. B. T.